

MAY 29 1940

# MINNESOTA LIBRARIES



## LIBRARY PUBLICITY

Editorial— <i>Publicity and the Library</i> .....	31
Library Publicity—Reasons and General Management.....	<i>Gilbert O. Ward</i> 32
An Experiment in Public Relations.....	<i>Leona Olson</i> 37
Magic Carpet—20th Century Style.....	<i>Elizabeth Bond</i> 40
The Library and the Newspaper.....	<i>Jean Lehmann</i> 43
Publicity Methods of a Small City Library.....	<i>Vivian G. Norrid</i> 46
Publicity in a Rural Library.....	<i>Bernice Finnegan</i> 49
WPA Library Project.....	51
News Items .....	52
Subscription Books Report.....	54
Books and Pamphlets.....	55

---

Volume XIII

JUNE, 1940

Number 2

---

LIBRARY DIVISION  
DEPARTMENT OF EDUCATION  
STATE OF MINNESOTA  
ST. PAUL

## STATE BOARD OF EDUCATION

Howard W. Anderson.....Grand Rapids  
Julius Boraas.....Northfield  
Mrs. A. R. Colvin.....St. Paul  
Mrs. Raymond M. Gould.....Minneapolis  
J. B. Johnson.....Cambridge

---

John G. Rockwell, *Commissioner of Education*  
A. B. Caldwell, *Deputy Commissioner*

---

## LIBRARY DIVISION

Lee F. Zimmerman, *Director of Libraries*  
Ruth M. Ersted, *Supervisor of School Libraries*  
Eleanor Davis, *Librarian*  
Irma K. Schmalz, *Reference Librarian*  
Lucile R. Roemer, *Catalog Librarian*

---

MINNESOTA LIBRARIES is published quarterly by the Library Division, Minnesota Department of Education, St. Paul. Entered as Second Class Matter, October 19, 1911, at the Post Office at St. Paul, Minn., under the Act of July 16, 1894. Acceptance for mailing at special rate of postage, provided for in Section 1103, Act of October 3, 1917, authorized August 1, 1918.

Code XIII—A-1.

# MINNESOTA LIBRARIES

Volume 13

JUNE, 1940

Number 2

## *Publicity and the Library*

The use of advertising and publicity in modern merchandising is a well-established practice. Business has found it a good investment and a profitable means of selling goods. In recent years it has been used to advantage by non-profit organizations in building good relations with the public.

In this respect the public library generally has lagged far behind and has made only half-hearted or no efforts at all to advertise itself and its services to the public.

It is of course true that librarians are not trained in the art of advertising and are, on the whole, unfamiliar with publicity methods. Advertising like library science is a specialized field which requires special training. It is true also that librarians can justify their neglect of publicity because top-heavy schedules interfere with excursions into this field.

Despite these obstacles, however, the need for library publicity today is imperative if the library is to hold its own. This idea has been stated impressively by Mr. J. E. Grinnell in the following words, "We must face the realization that opposition to increasing taxes will grow more determined and that every public service will be challenged. . . . The school and the library, meeting the changing community needs and expanding their usefulness, must be realistic. We who are charged with their destinies must know that whereas a few years ago publicity was a good policy, now our very existence depends upon it. Neglect it and we pay a heavy price. The recent depression taught us that with terrifying clarity."\*

There are many communities to be found everywhere in the State, in which the library has remained a neglected institution in community life. An examination of the public library statistics published annually proves the fact beyond cavil. Reasons for this lack of support may be debatable, but it is no overstatement to remark that a major reason can be traced to public indifference. This in turn may be caused by inefficient library service to the public or to a failure on the part of the library to sell itself to the public.

The need for greater financial support of public libraries is indisputable, but that need is unlikely to be met until the public library firmly proves itself an effective cultural agency in community life. Only then will there be a public recognition of its services and its needs.

The objectives of library publicity are threefold: to interest more people in using the library and to demonstrate how it can help them professionally, culturally, recreationally, and in business; to establish the role of the library as an agency for adult education; to obtain increased appropriations with which to operate usefully, enlarge its book collection, and to obtain larger staffs.

With this in mind, and with the purpose of encouraging librarians to make use of publicity in their libraries, this number of *Minnesota Libraries* was planned and is given over to a comprehensive treatment of library publicity in its varied forms. The first article represents a general statement of the subject and serves as a good point of departure for the other panels, all of which treat of the different methods by which the library can be brought to the attention of the public. It is hoped that these articles will prove informative as well as suggestive to librarians interested in the subject.—L. F. Z.

\*Grinnell, J. E. "Where to Start." *Bulletin of the A.L.A.*, August, 1938. p. 481.

# Library Publicity---Reasons and General Management\*

GILBERT O. WARD

*Technical Librarian, Cleveland Public Library*

## WHAT IS MEANT BY PUBLICITY

What do we mean by "library publicity"? In this book the word "publicity" is applied to any effort which a library makes to get itself known. It is taken to include not merely formal advertising, news propaganda, campaigns, and other designedly persuasive measures, but also certain things which, although they have the effect of publicity, are undertaken primarily as forms of service. Examples of the latter are lists published by the library, talks or printed matter giving useful information about the library, bulletins of new books, and in general what may be called educational means and methods.

## REASONS FOR PUBLICITY

The reasons for library publicity are quickly summarized.

In the long run, a public library usually depends for its prosperity and usefulness on what the public thinks of it. What the public thinks of it depends in turn not only on the character of the books and the service, but also on what the library does to make its books and service known.

Suitable books and right service must underlie successful publicity absolutely. Furthermore, no better publicity is possible than the good opinion of readers passed along by word of mouth. Indeed, word-of-mouth publicity may be regarded in one sense as the goal of all other publicity. But the friends of the library may forget to talk about it; population may grow or change too fast for word-of-mouth publicity to keep up with it; and finally, certain important things which libraries have to say, especially in regard to their needs, are not adapted to being passed along personally.

Even the library which pleads that it is too busy to advertise may profitably consider

whether the very intenseness of its activity may not indicate a need of some kind, more books, a larger staff, better equipment, a new building, more branches, something in short which well directed publicity will help it procure.

Some specific reasons for which a library may employ publicity are to:

- Gain or retain financial support
- Advance salaries
- Influence political action, as of voters or legislators
- Muster public sentiment behind a budget plea
- Promote public good will
- Obtain gifts of books or of money
- Spread information about library facilities
- Advertise special services, departments, or collections
- Advertise specific books
- Advertise certain classes of books
- Change reading interests, as from fiction to classed books
- Increase circulation
- Build up reference use
- Feature the library as an aid in personal book buying
- Increase registration of borrowers
- Interest definite groups of the public, as teachers, farmers, business men, mechanics, housewives, children, adults interested in self education
- Promote attendance at lectures, exhibits, or other events
- Direct people to the library

Any of these particular objects will classify under one or the other of two general heads, (1) to promote use or (2) to obtain support. We can even relate them all to the one aim

\*Ward, Gilbert O. *Publicity for public libraries*. 2d ed., Ch. I. Wilson, 1935. \$2.40. Reprinted in somewhat condensed form by permission of the publisher.



of use or service, for only upon the record or upon the promise of service can the soliciting of support be justified. Considerable futile and misdirected effort will be saved if the librarian will think of publicity in terms of service, rather than of service in terms of publicity.

Public service does not merely justify publicity, however, but necessitates it. If we believe that the library has an active educational mission, we cannot stop at providing suitable books and maintaining a competent staff for the benefit of the casual visitor. We must try at least to have the library used to its full capacity. We must see to it that no person is denied the use of the library through lack of knowledge regarding his opportunities. Furthermore, the public is entitled to know the needs of its library so that it can support measures which are necessary to maintain or develop service.

Publicity is desirable even from a purely prudential standpoint. The library which is content to serve only those persons who trouble themselves to look it up, or to limit its service to certain classes of people, cannot blame the public for not rallying round it nor public officials for being cold to its pleas when it needs help. Again, the library is subject to much competition. Motion pictures, radio, Sunday papers, automobiles, pool rooms, vaudeville shows and other popular diversions and distractions operate to deprive people of the taste and of the time for serious reading. Most of this competition is strongly commercialized and advertised. Without realizing it, the librarian must often work against a heavy handicap in his efforts to secure for books their rightful place in the community mind. Under certain circumstances a library's competitors may be those who should be and normally are its very good friends, namely, other public departments, with which it must compete for an adequate share of the tax receipts. Under such conditions, the ability to present one's case publicly may become a vital matter.

#### PUBLICITY MUST BE CONTINUOUS

The arguments which have been given for undertaking publicity are also arguments for

making publicity continuous. Be it added that no community is ever fully awake to the possibilities in a library, and conversely, that no library seizes or can seize all its opportunities for public service. In fact, an active library is always under the alternate or simultaneous necessity on the one hand, of enlarging its resources to meet its ideal and present obligations of service, and on the other hand, of getting its resources used to their full extent. Under these paradoxical yet normal conditions, and without a secured and easily increased income, a public library is compelled by the logic of duty and necessity to make its publicity continuous.

All this is not to advocate publicity for its own sake. It does not mean crying up the library without regard to times or occasions. It does not mean that publicity must be sensational or even physically conspicuous. It does mean realizing that a library always has something which needs to be said to somebody, and saying that something in the most appropriate way for the case in hand.

Continuous, well-managed publicity united to good service and adequate resources should eliminate campaigns for reviving public interest, diminish the likelihood and seriousness of defensive campaigns, and render easier the campaign for additional support.

#### MAKING PUBLICITY EFFECTIVE

"Good publicity depends fundamentally on a plan of development for the library as a whole. Otherwise, it will be chaotic, hit-or-miss and ineffectual. Furthermore, it must be backed by intense faith in the value of the library, and regarded not as a routine chore, but as a means and opportunity for community education."<sup>1</sup> To illustrate with a single but important example: The policy of a given library is to build up a book collection that shall correspond to and keep abreast of community needs. To this end the library consistently buys the most suitable books as they appear, keeping in mind the entire range of community interests — educational, recreational, occupational — with certain understood exceptions as in the case of most technical works on medicine. Here at once is a

<sup>1</sup>Carl Vitz. "Library publicity and the depression." *Library Journal*. 57:547-52. June 15, 1932.

perennial source of fresh topics for truly educational publicity which may appear in many forms and on many occasions.

The more systematic publicity is, the more effective it will be and the more easily managed. This does not mean that a new librarian should ignore promising openings for publicity until he has worked out a complete plan on paper. It does mean acquiring a full, accurate, orderly knowledge of the community and of the library, such as is given by a survey, and putting it to use in appraising and in creating opportunities. System can be used to keep the stream of publicity from running full at one time and thin at another. A good deal of publicity can be scheduled by the calendar.

Since much library publicity must depend on opportunity, an important task is to watch for and take advantage of openings, such as chances to speak, to exhibit, or to contribute. Here again, system can be applied in following regularly newspapers and other sources of information, and in keeping in touch with significant organizations.

It is important to exploit opportunities thoroughly. For example, if a newspaper asks for lists, contribute them regularly as long as the paper cares to print them. If some large and influential organization offers the use of its mailing list for enclosures, consider whether a regular bulletin, perhaps a mimeographed one, may not be possible and welcome for reminding members of the library.

If the library prints a good list, do not stop at leaving it to be picked up in the library. If possible, get the newspaper to publish it; distribute it at meetings where the librarian is a speaker; bring it to the attention of appropriate organizations, and so on, as may be practicable.

To retain a reader is as necessary as to win him in the first place. To accomplish this the library needs first of all an adequate book collection and attendants who are competent, sympathetic, and courteous. Physical details must be right, such as pleasant and orderly rooms, good lighting, heating and ventilation, and comfortable chairs. These things are not publicity, but if they are wrong, they can make a good publicity futile. To guide

the reader and encourage him are needed displays of books, printed and posted lists on popular subjects, well-intended bulletin boards, and similar devices. All these things should be attractive in themselves and should be placed where people will see them.

One's standpoint must be practical. Do not waste time on temporarily impossible objectives. If the Board of Trade is impenetrable, keep an eye on it, but leave it alone. Keep working away at the vulnerable spots of the community, the teachers, the children, the mechanics, the ambitious young fellows, the housewives, and the younger business men. As opportunity offers, take pains to interest influential people in the library and demonstrate its possibilities by good service. A policy of this sort followed persistently will bring new opportunities for service and publicity, and perhaps some day even the Board of Trade will capitulate.

#### DIRECTION OF PUBLICITY

In the direction of publicity are implied:

1. Determining its objectives. For this, one must know thoroughly both library and community, and understand their mutual relations. He must appreciate the bearings of publicity on other library activities, and vice versa. He must understand both immediate and long-run library policy and the plan for library development.
2. Determining means and methods. This implies intelligent knowledge of the different kinds of publicity, their respective advantages, limitations, and applicability to specific objectives.
3. Budgeting of expenses chargeable to publicity. The library board as well as the librarian are interested in this.
4. Noting and appraising opportunities for publicity.
5. Originating projects.
6. Encouraging and facilitating special publicity by branches and departments.
7. Supervising and coordinating efforts by branches and departments.
8. Cultivating public relations through personal contact with institutions, official bodies, groups, and leaders.

## 9. Managing press publicity.

10. Assigning details of publicity to qualified aids.

11. Execution of details (frequently): Editing, speaking, installing exhibits, etc.

In a very small library, all publicity may be managed by one person — the librarian. In larger libraries, one-man management is physically impossible, and many duties must be shared with or delegated to subordinates. Thus, a great deal of contact work with schools and other institutions may be handled by qualified assistants. The cultivation of good will cannot be monopolized by one person, but is part of the proper business of every member of the staff, professional or other. Much routine and many physical details like the installation of displays may be handed over. On the other hand, certain functions such as determining objectives, speaking and writing when the weight of authority is required, and managing large public relations must remain the librarian's own. Exercise of such basic responsibilities makes the librarian his own "director of publicity," whether or no.

• • •

Typical jobs in publicity are speaking, writing, editing, compiling lists, making posters, arranging bulletin boards, installing exhibits, and making newspaper and institutional contacts. The first step in organizing for publicity is to take stock of the staff with a view to discovering talent. Someone is found to do the best lettering; someone else makes attractive bulletin board displays; another assistant has a neat gift in writing booknotes.

• • •

## ETHICS OF LIBRARY PUBLICITY

The ethics of library publicity agree with the dictates of good taste and common sense. Some precepts worth bearing in mind are:

- Do not exaggerate nor misrepresent.
- Do not boast, especially at the expense of other libraries.
- Do not practice personal publicity.
- Respect the reader.
- Avoid doing or saying anything which may decrease public respect for the library.

Librarians hardly need a sermon on the principle of truth in advertising, but their attention may be called to occasional offenses which creep into practice. The statement is sometimes encountered that the library has books on all subjects or that it answers questions on any subject. No library ever existed which could make such a claim truthfully, and no such library ever will exist. What is more, any thoughtful person knows it. If the library makes an assertion which is plainly extravagant, people will discount its other statements. If its wares do not tally exactly with its publicity, the public will find it out and the library will suffer. Make no statement which you cannot make good.

Over-advertising to some degree is often accidental or hard to avoid, but deliberately to create demands which cannot be satisfied is to abuse the good faith of the public. Whatever the reason for it, it works to undermine popular confidence in the library and library advertising.

Another form of misrepresentation is more subtle but also has a bad reaction. It is the publication of lists on special subjects, technical subjects for example, in which no distinction is made between up-to-date, useful books and books which are obsolete or otherwise likely to prove disappointing. If the library has ten books on a subject and only three are worth while, print the names of those three and leave out the others. If the latter must be printed, at least print them with a caution. The little extra circulation to be gained by parading an old or inferior book will not pay for the ultimate damage to the library's reputation.

• • •

## THE PRACTICAL PROBLEM

The problem of practical publicity is more easily studied if we break it up into its elements. These elements are four, namely:

1. The community or public. The numerical and physical facts about it, its organization, its needs, and its ways of thinking.
2. The library. Its usefulness to the public as shown by statistics and other facts, its resources, actual and potential service, weaknesses, and needs.

3. The message or story. Its content, form, and expression.

4. Means and methods for conveying the message.

Of these items, the first two are fundamental. The librarian must know his public

and his library thoroughly if his publicity is to be successful. Without such knowledge, any success is accidental. The message and the means for conveying it are highly important but they follow from the librarian's familiarity with his public and with his library.



### *The Future Librarian*

"The future librarian will be an interesting composite, having many of the qualifications of a sociologist, psychologist, teacher, historian and bibliographer. He will understand people as well as literature; know reading habits and interests; share his knowledge of books and their effective use; give counsel and advice regarding ideas as well as print; be familiar with the best thought in the fields of learning and instruction; be competent to coordinate related activities; keep abreast of progress in the arts and sciences; maintain a constructively critical attitude toward public issues; protect the right of freedom of expression; participate in cooperative social enterprises; assist in keeping knowledge up to date in available and readable form; help simplify the use of an increasingly complex body of material; lengthen the period of learning with more universal education at the lower levels and more widespread education at the upper levels; utilize new means of reproducing books and related materials, and devise new ways of disseminating information and ideas. His age will be one of federation and cooperation; concentration and coordination of resources, local initiative and control; state and federal aid; close relations with other public services; and special funds for the advancement of knowledge and the promotion of research."—C. E. Rush, "The librarian of the future," in *The library of tomorrow*. p. 101. (Chicago, A. L. A. 1939. \$2.50.)



# An Experiment in Public Relations

LEONA A. OLSON

*Former Librarian, Albert Lea Public Library*

In spite of the increasing emphasis which has been made during the last few years on the need for better public relations for libraries, many librarians have not yet undertaken a program in this field. Most of us, being women, may be somewhat inhibited by our sex. Astute American business men have long recognized the value of Rotary, Kiwanis and similar organizations as a means for developing personal contacts which help them in business and which give them an opportunity to interpret to others their own special fields. Membership in these clubs is closed to women, but they seldom discriminate against women speakers. There are also many other channels for the making of personal contacts, through which the librarian can create a feeling of good will for the library. A review of an actual experiment in public relations which I made during one year at the Albert Lea Public Library, may be useful to others interested in planning similar campaigns in their own communities.

When I went to Albert Lea in the fall of 1937, a survey of the library showed that it was much below the average of the libraries in the ten other communities of similar size in the state. The 1930 census set the population at approximately 10,000, although the estimated figure today is closer to 15,000. The library's book collection numbered only slightly over 7000 volumes, and only about 3600 borrowers were registered. The library appropriation of \$5000 had been static for years. About one-half of this fund was spent on salaries; one-fourth for maintenance; and the remainder had to cover the cost of books, periodicals, equipment, and building repairs.

There had been a trained librarian in charge only for the previous five years, and during that time all other needs had very rightly been ignored in favor of building up an extremely inadequate book collection. However, it was no longer possible to continue this policy. There was need for a new typewriter, a shelf list case and some in-

dispensable bibliographic tools. As for the building—the whole year's appropriation could have been spent on it to good purpose. No one could remember when it had last been decorated, the lighting was bad, the floors would have disgraced an old-time country store, and the ceilings could no longer be overlooked because the paint was falling off on the patrons' heads. There was nothing about the building or its contents to which this thriving and active community could point with pride.

## A GLANCE AT THE COMMUNITY

Geographically, the city is one of the most attractive in Minnesota. There are no extremes of wealth or poverty in the community, although many families enjoy a standard of living higher than the average. In keeping with most American cities of this size, there are no special cultural advantages available. However, there were evidences of activity in this direction in the five study clubs and the growing membership in the local branches of the A.A.U.W. and League of Women Voters. The Parent-Teachers Association was very active, and a large number of young people took advantage of the "University of Life" courses sponsored by the Y.M.C.A., Y.W.C.A., and several churches. The high degree of activity shown by the Junior Chamber of Commerce, Rotary, Kiwanis, and other service clubs was an accurate criterion of community spirit and civic pride.

Eight or nine years previously, the city manager form of government had been adopted. At that time the regular library board had been dissolved and an advisory board of six members had been appointed in its place. It was then, too, that the library had been allotted its meager \$5000 per year, and this amount had remained static in spite of a growing population and an increased assessed valuation of the city.

Why had the library fund been set at such a low figure in the first place, and why had

it never been increased? There was evidence that a much larger percentage of the population should be registered borrowers, while the field for library work with children had merely been scratched. The argument that a strict economy program was necessary would have been more convincing had not a fund of \$3000 been created the previous year to be used for a city band. The obvious conclusion must be that this library was suffering from a lack of public relations; no one had ever interpreted its needs to the public at large. I decided to make that the major factor in my program for the year.

#### PUBLICITY CAMPAIGN

I began by outlining a program of publicity. The society editor of the daily paper as well as the editor himself had promised every cooperation. The editor of the weekly paper also proved eager to publish anything we asked. It was a stroke of good fortune that the city boasted a newly established radio station, and a call on the program director revealed that I had anticipated his plans to approach me for a bi-weekly library program.

Our first major publicity effort came during Book Week, when we made plans for an exhibit of foreign and American dolls over fifteen years old. Through radio and newspaper announcements, and by making personal calls, we succeeded in acquiring a collection that was much finer than we expected. Our meager display of new children's books was supplemented by a collection of recommended ten-cent books borrowed from Woolworth's, and we also arranged two or three displays of special interest to parents. The newspaper published several stories during the week, some written by us and some by their own staff. The radio station gave me a special Book Week interview as well as time to make daily announcements of the exhibits. Through the cooperation of the superintendent of schools, all teachers were invited to bring their classes to the library, and more than twenty came. Largely because of the interest in the dolls, dozens of adults came too, many of them visiting the library for the first time. There was no doubt in our minds that Book Week had awakened a new interest in the library among many people.

The bi-weekly radio broadcasts were launched with a history of the library which I had culled from the old records and from the memories of two of the original board members. Later broadcasts were made up of a variety of subjects including *Subscription Books Bulletin*, children's reading, special holiday materials and book reviews.

We continued to seek newspaper publicity, and when we ran out of new book lists to publish, we kept ourselves in the public eye by a series of weekly book reviews printed under our own box head in the daily paper. We also used the A.L.A. clip sheets for an occasional editorial.

#### PERSONAL CONTACTS

It is very important that a librarian and her staff should be as active as possible in community affairs outside of their professional realm. Membership in at least one club or church group is essential, and the public relations value of hobbies or talents for entertainments should not be overlooked. Shortly after my arrival, someone at the radio station discovered that I had a penchant for Swedish dialect stories, and I was soon appearing on the air almost weekly in my new role. This led to requests to appear in various skits and entertainments given by the churches and service clubs. In a short time I had a much broader acquaintance among the townspeople than I would have had merely as "the new librarian." In any new group I met, there was always a number of people who questioned me about the condition of the library, and I took advantage of the opportunity to give them a frank picture. Because of these appearances, I was asked to take part in the "March of Minnesota" program featuring Albert Lea, and this was one radio program mentioning the word "library" which must have been heard by practically the entire population. Aside from the fun and personal satisfaction to be derived from this type of community activity, it is professionally advantageous as well. The personal good will created by an individual under such circumstances will be reflected favorably on the institution she represents, for outside of its doors, the librarian *is* the library.



## APPROACHING THE BUSINESS MEN

In the spring I asked the president of the Rotary club for an opportunity to speak on the library at one of their meetings. I discussed the administration of the library at that time, initiating them into the mysteries of book selection and cataloging, circulation, and reference work, and bringing in as many humorous anecdotes as possible. At the end of my talk, I quoted statistics bringing out the low standing of their library in comparison with those in neighboring communities of comparable size. The same talk was repeated to the four other service clubs either at my request or their invitation. Without exception the audiences proved to be greatly interested in this department of the city about which they knew so little, and the realization that Albert Lea had such a low library ranking was quite a shock to their civic pride. As a result, each club appointed two or more members to act on a library committee with a view toward remedying the situation.

I also talked before the Business and Professional Women's club and the local branch of the A.A.U.W. Both groups also appointed library committees. The latter had previously made itself felt on the subject of hiring a trained librarian, but these women themselves were the first to point out that it was the business man whose opinion would carry real weight on a question of this kind.

## THE CITIZEN'S LIBRARY COMMITTEE

The Junior Chamber of Commerce took the lead in bringing the various committee members together and in organizing them into an active group. The committee finally numbered among its members a judge, two lawyers, an advertising manager from one of the large industries, and other men with a thorough knowledge of local politics. The women members were also well-known for their community activities. Several meetings were held to outline the course of action and to study the statistics and the city budget. From the first, I took no part in this campaign, except to supply the information which was asked of me.

It was discovered that during the years in which the library appropriation remained

static, all other city departments had received increased appropriations of at least  $33\frac{1}{3}\%$ . It was pointed out also that the city was making no allowance for necessary building repairs and equipment in the library budget. Already in May the necessary expenditures for equipment and repairs had depleted the budget so completely that no more books could be purchased for the rest of the year.

Armed with these facts, various committee members were designated to call separately on each member of the city council, the mayor, and the city manager, to inform them of community interest in the problem and to ask that the library be given more consideration when the city budget was made out for the coming year. The library advisory board was also asked to attend committee meetings, and they agreed to present the problem formally to the city council at the time scheduled for budget hearings. The petition was presented by a board member, and the existing status and future needs of the library were discussed by the judge. The council took the budget under consideration, and each subsequent council meeting was attended by a large group of people interested in the library's case. When the final vote was taken on the library budget, a \$1300 increase was made, and the councilman who presented the motion asked that the record include his opinion that the sum was still too small, and that he favored making a substantial increase each succeeding year until the library building and its resources had been brought up to standard.

Thus the victory was won, much more easily than the citizens' committee had anticipated. Success naturally followed conscious and directed effort to interpret the library and its needs to the public at large. The sustained program of newspaper publicity, the radio broadcasts, and the opportunity to discuss library problems through many personal contacts had paved the way for a sympathetic reception to the library talks. Although this community proved to be unusually responsive, it is logical to assume that a somewhat similar program might be carried on with equally favorable results in many other cities.

# Magic Carpet---20th Century Style

ELIZABETH BOND

*Minneapolis Public Library*

A magic carpet—that is just what radio is. Upon it, you, a librarian, may fly into the very homes of your potential readers and library supporters, to tell them about your library and its services.

What is the best way for librarians to take advantage of this magic carpet? In general, there are two ways in which a library can go on the air. A librarian may decide whether she wants a sustaining program, that is, regular time on the radio; for example, fifteen minutes a week, or whether she wants to work her way in as frequently as possible on established radio programs.

A sustaining program is more time-consuming. It has been estimated that eight hours of preparation are necessary for every fifteen minutes of radio broadcasting, depending on the form of the broadcast. Amateurs must be warned against the over-ambitious program. It is better to do a simple thing well than to fail to make an elaborate broadcast click.

Sustaining programs are presented in series of 13. It is necessary to have the broad outlines of such a series in mind before you approach your station manager. In addition, two or three completed scripts should be ready to show him so that he may see just what your program is to be. If you have something interesting to say, and can present it in an unusual and interesting way, you will usually have no difficulty in getting free time. Once having been assigned time, you must fulfill your part of the contract: have your scripts ready promptly; be on time for broadcasts, and let nothing interfere with the show. The radio station will audition voices of your staff members, so that the most suitable one may be found. Do not worry if you are occasionally cut off the air for some special "commercial." In mapping out your program, try to present it with a good "angle," as the news men say. Do not try to push over too much information about the library at once. One fact about your library

against a background of interesting material really heard, is worth ten such facts that are not listened to. Do not cast your material in the form of long, unbroken "talks." Do not try to produce elaborate plays. Use the time at your disposal for something that you know is within your power to do.

Last year, the Minnesota Library Association presented a sustaining program over a period of 39 weeks. From October, 1938, to July, 1939, *FACT-FINDERS*, a 15-minute program, was presented each week over KSTP. The scripts were rebroadcast over nine radio stations in the state. During the year, nearly 400 of these programs were heard as a result of the cooperation of the Radio Committee of the Minnesota Library Association, the librarians who rebroadcast the programs, and the managers of the radio stations who so generously gave station time.

*FACT-FINDERS* was a simple program, of the popular question-and-answer type. The program was participated in by a librarian and a station announcer, or by two announcers. The first object of *FACT-FINDERS* was to capture the interest of the listener. Into each weekly broadcast we tried to get across some bit of information about the library situation in the state, and to foster the idea that the answers to many questions that touch the daily lives of people everywhere are to be found in the library through its books. Because the programs were planned for rebroadcasting, we tried to mention sources of information that smaller libraries would be apt to have, and to advertise services that smaller libraries would be able to give. Credit for writing the scripts belongs to Sarah A. Wallace, Reference Department, Minneapolis Public Library, who spent 39 Sundays working on them.

Another example of a sustaining program is *LIBRARY HEADLINES*, which has been presented every day except Sunday by the Minneapolis Public Library over WLB, the University of Minnesota radio station, for

the past year.<sup>1</sup> The broadcasts are at 10:55 A.M., and are of five minutes duration. Because the time is so short, these broadcasts are very simple. We advertise general library facilities, special services, exhibits and lectures taking place at the library, literary anniversaries, and special groups of books of timely interest. The Saturday morning broadcast is devoted to children's books. The scripts are read by the station manager. They are written by the publicity assistant, with the exception of the children's program, which is prepared by a committee.

The St. Paul Public Library presents two sustaining programs regularly, a five-minute broadcast five days a week over WLB, similar to the Minneapolis LIBRARY HEADLINES, and a fifteen-minute program over a commercial station once a week, called 5-STAR BOOKS.

Among the smaller libraries which have used the radio with success in this type of program are: St. Cloud, Moorhead, Austin, Albert Lea, and Mankato.

The second way in which your library can go on the air — frequent mention on established programs which have built up listening groups over a period of months or years — is perhaps the easiest method for a librarian who has not a great deal of time to devote to the planning of programs, and it is exceedingly effective. The first essential is that you know what programs are presented over your local stations, and who is directly responsible for them.

Suppose you discover that these programs go over your radio station from local sources every week: news broadcasts; recorded music sponsored by your local seed company and hardware store; a series of hobby broadcasts sponsored by your local newspaper; a program of appeal to women sponsored by a rival paper; and a religious program sponsored through the cooperation of the local churches. Now, what are your chances for breaking into these programs?

They are really very good. First of all, you must know not only who sponsors the programs but who writes the scripts and is responsible for their production. This may

be learned from the radio station or from the sponsoring group. Then you must think how the library can tie in with that program.

Take your news broadcasts, for example. What is there next week about your library that is news — news to the people who live in and around your town? If you are having an exhibit in the library of the best birdhouses built by the manual training class in your high school, that is good news. Write a short announcement of the exhibit, what it consists of, when it may be seen, and where, together with comments on the most interesting entries, and take it to the man who gives those news broadcasts. Explain to him about the exhibit and tell him that you think his listeners will be interested in hearing about it. Birdlovers will be interested, the teachers in the school, and the parents and friends of the boys whose work is represented will want to know about it. Town officials will be glad of favorable comment on the work of the schools. Your news broadcaster will realize that this is news of a real human interest value, and the next morning when you tune in you are apt to find your library exhibit in the news broadcast.

But suppose you are not having a new exhibit at the library. Do you take *Time* magazine? *Current History*? *The New York Times* newspaper? What fairly recent books do you have telling of the international situation and its background? Ask your news broadcaster to make a brief statement during his comment on the world today to the effect that current magazines and newspapers and books will help people keep up to date, that will help clarify these complicated situations for them, may be consulted in their public library.

Suppose you *are* having the birdhouse exhibit. Why not suggest to the man — or woman — who broadcasts the series on hobbies that he interview one of the boys who has worked so well with his hands, and incidentally mention that his work may be seen at the library.

If your local seed company and hardware store sponsors a program of recorded music, ask the script writer if he wouldn't like to

<sup>1</sup>Scripts on this program may be borrowed from the Library Division.

mention that the library has a good collection of books on gardening, both vegetable and flower, that his listeners may borrow books that will help people use more intelligently the products that his company sells.

On your woman's program, you might advertise the fact that the leading woman's magazines are on file at the library, or that excellent information on canning or directions for making slip covers that fit may be found there.

The sponsors of your religious program will be glad to mention that books and material on ancient Palestine, the history of religion, or lives of men and women of the Bible may be found in the library, as well as religious periodicals.

Another popular form of short broadcast is the "spot flash." Radio stations sell time in small bits of from two to three minutes for short commercial flashes between longer programs. Provide them with "filler" for blank spaces in their schedules. Type your statement in brief form, from 80 to 150 words, give it to the station manager to use whenever he can. Last year the Minneapolis Public Library got hundreds of these spot flashes. Of course, you must be careful not to over-advertise individual books, but rather push groups of books and services in general.

The result of such programs? Do they justify the time spent on them? We think they do. It is difficult to measure exactly the returns of any form of Library advertising. We do know that many people hear the broadcasts. At least one Minneapolis Junior High School tunes in regularly the LIBRARY HEADLINES program for its student body. On this program we mention each day the fact that there are 23 branch libraries and 20 school stations in Minneapolis that serve adults. We give the telephone number of the Central Library and suggest to people who do not know where their nearest branch library is that they ask the Central Library.

After these broadcasts started, the head of the Branch Department, to whom these calls are transferred, mentioned that they had increased greatly. Sometimes, strange to say, we have a person come in as a result of a broadcast who has never before, in spite of all our efforts to publicize the library, heard of us.

One way to key the reaction to a radio program is to offer something free. This is called "listener participation." Of course, the station must agree to this, but radio stations are generally willing to spend a little money on postage, for they are anxious to know whether or not their programs are being listened to. In our FACT-FINDERS broadcasts we frequently mentioned mimeographed booklists, and invited listeners to write to the radio station for a free copy. Supplies were furnished the station in advance, usually two to three dozen copies. Several times KSTP sent for additional copies.

Although it is desirable, of course, for a radio broadcast to bring people into the library as borrowers, the radio is effective in building up a general knowledge of the library and its problems among the residents of a community that is not translated directly into the circulation of books. People who do not immediately become library borrowers are more apt to at some future time because they are made aware of the library, and they are more apt to become supporters of the library in times of financial need because they have been intelligently informed of the library and its work.

When the library takes its place, along with other organizations and institutions in the community, on the air and in the printed news, people recognize it as an up-and-coming institution, a living force. Let us lose no opportunity to make it so known. Our 20th century magic carpet seems an ideal medium for taking news of the library to the people.





# The Library and the Newspaper

JEAN LEHMANN

*Supervisor of Publicity, WPA Statewide Library Project*

Will Rogers' remark that all he knew was what he saw in the papers could be repeated with truth by most people. Therein lies the principal reason why newspaper publicity is a necessity to the library.

How otherwise can people find out about the library? By word of mouth? True, it's the best advertising in the world, — but slow. Certainly it loses no value with an introductory, "I saw in the paper that the library — and so forth."

Or there's the radio. But the best radio time is practically always sold to paying advertisers; any time is in fierce competition with programs aimed to lure the listeners to the rival station. The library should be on the air whenever possible, but the newspaper remains the most important medium to convey to the public news of the library.

Daily newspaper circulation has risen to a figure which means a paper for every three people in the country. In addition to the dailies, there are all the weekly papers and, it is safe to say, everyone reads the home town paper. Whether he scans only the headlines and the comics or reads every word right through the editorials, there's an excellent chance that the word library will meet his eye every time the paper is read. That is, it will if the library is in the paper. It's the librarian's job to see that it is.

Why should people know about the library? First of all, as a public institution, the public is entitled to know about the library. Then, the librarian, who is constantly trying to improve the library, is bound to want something from that public—the means for improvement. To secure the means, public interest is essential.

No librarian wants people thinking of her library merely as an "imposing structure on an unimportant street." She talks about "use." Call it circulation figures, or number of registered borrowers, or tax income per capita, all statistics lead in one direction — how much is the library used? To get it

used she must tell people constantly about it through a continuous campaign of publicity. The public must be sold on the library, and its services, on books and on reading.

As an institution which every up to the minute editor recognizes as important to the community, the library is in a position to get what every business man would grasp as a rare opportunity — free newspaper space. But only if something to interest the public is provided.

Luckily the public is interested in many things — it's really pretty "nosey," so the librarian must develop her "nose for news." Then to get the news to the public there are three things she must do. She must survey her field; prepare the material; and get it into the newspaper.

## SURVEYING THE FIELD

Before a librarian can adequately publicize her library, she must be thoroughly familiar with every means of publicity in her community. She must be acquainted with the newspaper and its staff. There is nothing comparable to a personal touch. When it comes to placing the type in the form, if the editor sees a person and the library behind her, not just copy to leave out if space is at a premium, that item stands a better chance of being published.

The librarian must know the editor, know his views on the library and life in general, and also know the type of material he wants for his paper, and his routine. She must not expect him to tell her just how much space he can give the library each week; the space each item receives depends on its importance and the amount of information. But he can give hints as to the type of item he will use and when he wants it. And the librarian can cooperate with him so that he will think, "Ahhh, here comes the librarian; she'll have a bit of news," not, "Ohhh, here comes that librarian again with more stuff for the wastebasket."

She'll want him to have confidence in her — to be confident she is giving him all the information she can, news while it is news and not after everyone has discussed it thoroughly; confident that she isn't going to waste his time when she stops to tell him something or ask his advice, and confident that if he has her scheduled for a weekly column or book list, he will get it on schedule.

If there is more than one paper, the librarian must play fair. Each must have the same chance at material, but if one paper digs up a story for its own use it is not the librarian's story to release to another publication. If it's news they will all want it, and they will want it at the same time if possible.

Besides the newspapers, other periodicals should be investigated; magazines, business house organs, bulletins of churches, fraternal organizations, and school papers. Material should be supplied them regularly. While their circulation is limited, they reach special groups, and articles may get 100 per cent attention. Again the librarian must be acquainted with the limitations of the medium and know the type of material that will appeal to the readers and to the editors.

#### PREPARING THE ARTICLE

Once thoroughly familiar with the field and a nose for news developed, the next step is to prepare the article. Basic information on how to write such an article should be at the librarian's finger tips; there can be no excuse for not knowing simple rules for newswriting. There are several good books on the market, some of which no doubt already are in the library collection: *How to Do Publicity* by Charles Raymond Mayer; *Publicity for Public Libraries* by Gilbert O. Ward; *Publicity Primer* by Marie D. Loizeaux; *The Community and the Library* by Joseph Wheeler.

If it's a news article, all the news must be told — and not from the librarian's own point of view. Writing should be done from the outside looking in. If a stranger would have questions to ask, then the story is not complete. Nor should the busy editor have to call up to fill in forgotten details. The

when, where, why, what, who, and often how of every story must be included.

And names! They're all important to the editor, to the readers and, above all, to the owners, and they should be correctly spelled with first names or initials. It is important whether Olson is spelled "sen" or "son," and editors soon lose faith in material that has many errors.

Get in all the facts but don't be wordy is the rule to follow. A short article is likely to get much better space and is more likely to be read than a long one. Generally, anything over one page, typewritten and double-spaced, is too long. The feature story varies more; it may be a mere paragraph — an amazing or interesting bit — or a lengthy story of "behind the scenes."

Material to be covered in stories is never ending. To the librarian details on organization, methods, and finances are routine, but to the public they are new and thus become "news." Who owns the library; who runs it; its history, its staff, its equipment; procedures followed in selecting, buying, preparing and circulating the books; the reference department; comparative costs, small costs, budgets and, always, the services offered. These provide a wealth of material for a steady flow of stories which can be interspersed with items on the odd, amusing, and new things which occur in every library. Many of them may be incidental but attract attention and gain goodwill.

Then there are routine book lists, gifts, meetings, reports, perhaps a column on the library. A weekly column is an excellent way to publicize many ideas that are not subjects for regular news channels, but an individual touch that will make people talk about it is important. The editor first must be convinced, then the public, that a librarian can turn out a column they can't afford to miss.

Illustrative matter is becoming more and more important to the newspaper and, if possible, should be used often with news stories and always with longer feature stories. Unfortunately, pictures are expensive and are frequently out of the question for smaller papers.



If the newspaper has its own photographers and engraving department, the librarian may tell the editor about the picture wanted — well in advance — and if he can use it he will send a photographer. Or photographs from other sources may be submitted for his consideration. If a picture of local interest has appeared in some other publication and he will reprint it, the cut may be rented or a "mat" made for him at a low cost. All possibilities should be known so that any opportunity to use illustrative material may be seized.

Charts and graphs to emphasize the point of figures and statistics are also valuable, but they must be simple, clear, and actually tell something.

#### GETTING THE COPY INTO THE PAPERS

The survey of the field should provide information on the day the paper is published and its deadline. A deadline won't come back to life for any librarian, and only flash news is welcomed just before the deadline.

If the paper is a daily with a 10 a.m. deadline, material should be in the afternoon before. If it's a weekly with a Wednesday noon deadline the editor will want library news at least by Monday. A bigger headline

and better space may result if copy is sent in early.

Continuous publicity has more far-reaching effects than spasmodic bursts. Material should be submitted regularly, complete with all information, typewritten and double spaced, with plenty of room at the top for a headline. The rest should be left to the editor. Complaints are not in order if material is omitted or cut, nor on the space given or the size of the headline.

These rules have been followed as closely as possible, considering the wide field to be reached, in connection with County Library demonstrations conducted as part of the WPA Statewide Library Project, sponsored by the Library Division of the Minnesota State Department of Education. The result is that people have been kept informed about the demonstration and its purpose.

The service the library gives to the public, and the fund the public provides for the library to make this service possible form a constantly widening circle. To make the circle complete the library needs the newspaper. It must let the public know to what use it puts its funds; it must let them know what service is available. People will know about the library if they see it in the papers!

### *Publicity Calendar*

"Too often a business firm makes up its mind to spend \$5,000 on a 'big bang' of an advertisement. It does so. There is a sudden loud noise and then—dead silence. Little has happened. And ever afterwards that firm says, 'Advertising is a failure.' Some libraries follow the same course. Spasmodic advertising loses much of its force because it cannot take advantage of the subconscious interest that should have been kept alive in a community. The best device for insured continuous publicity is a publicity calendar to remind one that some particular piece of work is due each week or each month."—Joseph L. Wheeler, in his *The library and the community*. p. 154. (A. L. A. 1924)

# Publicity Methods of a Small City Library

MRS. VIVIAN G. NORRIS

*Librarian, Eveleth Public Library*

Adult Education, during the past few years, has been a term to conjure with. "The true University of these days is a collection of books" is a statement more applicable today than it was at the time when Carlyle made it. Now, however, a community not only has to provide this collection but also has to bring people into the library to use what has been carefully chosen for their needs. Thus, in all fields of education, have come many of the successful publicity methods that have been taken as a matter of course in business for years.

In outlining what has been done in the Eveleth Public Library to bring people and books together, I shall discuss only those methods which have proved useful to us and which can be applied in any community.

The books in your library and the people in your community are friends of yours; consequently, it should be both your pleasure and your duty to introduce them to each other, and to see that the right people know the right books. Before making this introduction, however, a study must be made along several lines: Just what books will the people want to know you have available (mystery books, love stories, exciting adventure); what other books should they know you have for them (books to fill their educational needs, books to aid them in their problems of daily living and books to lead them into a fuller, richer life).

Since it is desirable to publicize both types of books, let us next consider the following:

1. Is the book collection sufficient to meet the possible demand that advertising may create? If not, make it so before advertising your wares.
2. Keep your finger on the pulse of the community and have your books and advertising just "one step ahead of the procession." For instance, when it was barely rumored that there might be a class in photography in the schools, the library added to its photography col-

lection and, through an item in the newspapers, told Mr. and Mrs. Public that there were "timely books on timely topics" at the Public Library, and listed the new titles.

3. Be different.
4. Be flexible in your methods as well as in your ideas. Never let a "pet theory" be so hidebound that it cannot be modified when it does not seem "to take" with your public.
5. Remember that you must advertise inside the library, calling attention to groups of books on current events; to books of seasonal or timely interest; and to books that tie-up with particular community activities. This last is very important and will win friends for the library.
6. Advertise outside the library because our neighbors who are not already using the library should be secured as active patrons.

## PUBLICITY METHODS INSIDE THE LIBRARY

In line with these general principles the Eveleth Public Library has carried on its publicity with satisfactory results. Some of the more successful methods employed have taken the following forms:

*Group Displays*—Such displays, under attractive posters with captions whose originality and "catchiness" are limited only by one's own ingenuity, are favorites and sell and re-sell the titles shown. For examples as to types: "Be Wise to Yourself," in excellent lettering, on a poster with a water-colored, wise old owl sitting on a perch, tops a display of books on personality, psychology, personal hygiene, etiquette, etc.

"Often Overlooked" and "Don't Miss These!" are two captions that invariably circulate some of the "deadwood" on the shelves. By "deadwood," I mean titles that are perennially interesting but that are for-

gotten in the rush for the recently published volumes. Don't use books that are really "dead" — if you do, your patron will be disappointed and lose confidence in your suggestions. He may even suggest that you change your caption to: "Do Miss These!"

*Jacket Volume*—Flexible, loose-leaf leather books, holding book jackets with reviews pasted on the reverse sides, give reading suggestions. "Any Book That You Have Not Read Is a New Book" helps greatly when the best sellers are always out. "Two-fisted Tales"; "Feminine Fancy"; "Interesting Contemporaries"; "Yourself — Inside and Out"; "What Girls Like" — these and many others are constantly used.

*Display Shelf*—One shelf is kept for "Books added during April" (month, name, and accompanying suitable decorations are changed as the months roll along). A flexible leather book is kept with this display and lists all the books added each week.

*Special Displays*—Titles advertised simultaneously in the newspapers tie up with special days, community affairs, and school dates.

#### PUBLICITY OUTSIDE THE LIBRARY

This method of advertising must be varied as to type and should be changed frequently. Nothing is deadlier and less likely to attract people than the slogan, "Your Library Waits to Serve You," seen in the same place weeks on end. Have a rotating system so that the same caption seems new when seen in a different location. The mediums outlined below have been effectively applied by the Eveleth library and might be used to advantage by other libraries.

*Mimeographed Sheet*—For use at community banquets, use a mimeographed sheet (or printed one, if money is no object) setting forth the kinds of service offered by the library rather than one listing specific titles found on its shelves. The following are suggestive: Your library has books on all practical subjects — How does your garden grow? — Want to make a speech? A library book will give you pointers — Business not so good? A good book will tell you how to give it "punch."

*News Items*—Don't forget news items as well as book lists for your newspapers. The number of books per capita; the per capita cost; special types of reference books that will help business men; an interesting trip taken by a staff member; a subject list of your circulating magazines.

*Daily Reminder*—Eveleth has a sheet called the *Daily Reminder* that is distributed to every home. At various times the library has run items similar to the ones just quoted; has listed a new set of books; has called attention to the reference service, etc. Every day for a month something about the library will confront the readers of the sheet; then, for two or three weeks, there will be no mention of the library. Then a revival with thrice-a-week items. Remember to arrest attention in wording your sentences. Say, "Men, attention! More \$\$ from better business — some new books from the library will give you ideas." Do not use, "The library has books that will help your business." "Mrs. Housekeeper, get busy—spring is in the air. Timely ideas will brighten your home and stretch your budget dollar. Use a library book." After having published this type of item daily for more than a month, it was not followed up for several weeks. Several business men asked me what was the matter. "Don't you have a library any more? I don't read something about it every morning." So — give your readers a chance to want your news. The too accustomed thing is lightly passed over.

*Talks*—Talk library on every possible occasion that is offered you if you can do so without becoming a nuisance. Invite every organization in your town, once a year if possible, to use "their" library.

*Special Groups*—Loose-leaf leather books of the same type as those previously described for use in the library will be welcomed in Beauty shops, Barber shops, Doctors' offices, Hospitals, Hotels, Teachers' lounging rooms, and Club rooms. Change these books through a rotating system about every two months, or oftener if so desired.

*Small Placards*—In addition to the customary large poster, either hand painted or commercially printed, use a different kind.

Appropriate information about the library, hand-blocked on colored construction paper and placed in a nickel-rimmed photograph frame (the 10" x 12" size, obtainable at the Ten Cent Stores for 25c) is well received in places that frown upon the other kind of poster. Even the dignified banks will accept a "picture" for their counters such as: "Save more \$\$\$ — Learn to budget — A book from the library will help."

#### SPECIAL TYPES OF PUBLICITY

In addition to the more general methods described above other or special methods have been used to build good public relations for the library and to get more people interested in the library's services.

*Teas*—The most unusual type of publicity at the Eveleth Public Library is the "Literary Tea," given monthly during the season, September through May. Some organization, either secular or religious, furnishes the "tea," consisting of the usual dainty sandwiches, small cakes, tea and coffee, while the library gives the literary "refreshment." The book reviews given by Staff members and patrons of the library have been eagerly anticipated and greatly enjoyed. The "silver offering" received at the teas is for the societies acting as hostesses and varies from \$4.50 to \$14.00, while the attendance ranges from about twenty-five to seventy-five. When the individual book reviews are not very long, the librarian briefly discusses the monthly booklist and calls attention to titles of outstanding merit and to those of special timeliness. These "Literary Teas" have been so popular that there has been a waiting-list of societies that wished to serve.

*Fines*—The Eveleth Public Library celebrated its Twenty-fifth Anniversary during BOOK WEEK last year and had special features for each day of the week. One of these specialties was a 25% reduction on all fines, current and of long standing, that were paid during the week. A radio talk over WHLB, Virginia, by the librarian, gave a history of the library and terminated the week's activities.

*Booth*—A booth each year at the Farmers' Fair keeps the library in the public eye.

*Tour*—As every one likes conducted tours through town and country, it occurred to me that a similar journey through BOOKLAND VILLAGE would be a novel form for general book talks. I drew a map of BOOKLAND VILLAGE, with its streets, avenues, and points of interest, and attached it to sheets that listed books appropriate for them. "Appreciation Drive" surrounds the entire village while "Tolerance Boulevard" runs through its center. Other streets are "Personality Avenue"; "Ethics Path"; "Speech Square"; "Hobby Row"; "Fine Arts Terrace"; Celebrity Valley"; "Literature Hill"; and so forth. As my list of books is fairly large, and, I hope, well chosen, the same sheets can be used for many types of audiences by merely varying the books reviewed.

#### ADVANTAGES OF PUBLICITY

What has been the result of all this library extension work: Is the benefit measured in dollars and cents or is it, largely, felt through the "intangibles"?

The reaction of the public has been favorable as we have heard approving comments about our efforts. We have had guests at our "Literary Teas" who seldom come to the library at the other times but who have taken books home as a result of a stimulated interest in reading. Every now and then our newspapers, clubs, and even individuals give us a "bouquet" in the form of appreciative words. People from other towns have visited us and inquired about our publicity methods and said that they heard we had a "live library." The fact that our circulation does not show a large increase is due, no doubt, to the fact that we have a decreasing population and a decidedly diminished school enrollment. Despite this, we still believe in our work and in our library and in the joy of bringing our books and our patrons to a pleasurable acquaintanceship; and, in the doing of this, we still think that "It pays to advertise."



# Publicity in a Rural Library

BERNICE FINNEGAN

*Librarian, Sauk Centre Public Library*

Focus the eyes of your community on the library — the hub of community life. This has been the aim of our institution for the past two years. The results were apparent last year as our circulation practically doubled over the previous year. In bringing this about many factors were brought into play: international, national, state, county, local and rural.

World or international interest was stimulated by a doll collection. The Rotary Club of this community granted us permission to use its name. We then contacted many nations so that now the library has a collection of twenty dolls, representing many countries throughout the world. Lands that did not have a doll responded with pictures or books revealing the life of their countries. Our citizens have watched keenly the development of this project and they demonstrate their pride by exhibiting it to many visitors.

National interest was created when a request was sent to Sinclair Lewis, a native son, for an autographed copy of one of his books. In response, the library received five novels. Later he withdrew from his own private collection some eighty books, many of which were autographed by outstanding authors. These he forwarded to us. We have built a separate Sinclair Lewis collection which has promise of growing for he stated that from time to time he would send us more material. James B. Hendryx, also a local son, writer of the Connie Morgan series and numerous Alaskan tales, was another contributor. Our initial request did not bring an immediate response, but we continued to prod his mind and at the end of two years we were fortunate in securing two autographed editions.

This national project was not restricted to native authors only for we brought out the work of many other Sauk Centre men: Jack Costello, radio announcer for NBC; Harry Elliot, designer of the Mississippi Barge Line Company; W. J. Kay, Greyhound Executive; Henry Johnson, professor of History, Colum-

bia University; Fred Carpenter, Secretary to President Taft; John J. Boobar, former librarian to the House of Representatives. Because of the varied vocations emphasized by these examples, citizens from all walks of life were sufficiently interested to come to the library to see what it had to offer.

Another phase of publicity that we employed and which created state-wide interest, was a historical exhibit of pictures. In pioneer history this city was a stockade. We traced its development through a collection of pictures. Pioneers who had changed their residence displayed their interest by giving to the library a large oil painting of the first stockade, as well as a miniature replica of the first store. This may have been the nucleus for a local historical museum for since this display we have had citizens bringing in articles of historical value. *Minnesota Historical Society* refers to this display in its September, 1939, issue.

County interest was awakened when we featured the writings of Glanville Smith, winner of the Guggenheim award and author of numerous articles and stories in the *National Geographic* and the *Atlantic Monthly*. We then turned to the *Minnesota Anthology of Verse* edited by Maude Schiplin of this county, and through this we brought out the late Dr. J. A. DuBois, as well as John MacGibbon, both Sauk Centre residents who had contributed their poetry to this volume.

As for the city itself we have feature articles practically every week giving to the public happenings in the library. This has included lists of books as suggested by the members of the school faculty or other patrons of the library; reviews written on new books appearing in this institution; art exhibits including local talent as well as state-wide work; "Place your hobby in our Lobby," including stamps, needlecraft, jewelry, etc.; displays from foreign countries.

The juvenile department has not been neglected for to us it is of utmost importance. Our summer reading program brought in reports on more than a thousand books since the opening of school. We have sponsored a weekly library contest operating through the grades and Junior High School. Students read and report on only one book per week. To date we have had some classrooms receiving between ninety-five to one hundred per cent and receiving the banner bearing "Weekly Library Champs." This project has reached beyond the classroom for parents of the lower grade children have been required to fill in reports; therefore, they have become library conscious.

Our rural community has also felt the influence of this institution for we serve twenty-four rural schools, which receive an average of fifty books per month. In addition, we allow them to withdraw from our adult collection as many books as they desire. So in reality every rural school has become a substation for the library.

All these factors concentrated in one institution have stimulated the community to such an extent that last year our circulation jumped from thirty-seven thousand to sixty-three thousand in one year—in a town whose population is twenty-seven hundred. This goes to prove that "it pays to advertise" for the results prove it.



### *Unjust Indictment*

"Magnificent circulation figures appear not to impress the city budgetary authorities very effectively, if one may judge from the distressing cuts inflicted upon the libraries in the depression. Perhaps the reason is that too many of the substantial citizens whose influence counts for more than that of the mass of readers have come to look upon library activity as largely a supplying of light entertainment free to masses who otherwise pay for their light entertainment. Of course this is an unjust indictment. The reading of good fiction is highly educational, and even bad fiction may be more educational than the ordinary moving picture or bridge. But one cannot circulate far among the substantial citizenry without becoming convinced that the conception of the library as mainly a free fiction service is fairly widespread."—Alvin Johnson, in his *The public library—a people's university*. pp. 25-26. (New York, American Association for Adult Education. 1938. \$1.00)



# WPA LIBRARY PROJECT

## Project Developments

First fruits of the county library demonstration being operated as part of the WPA Statewide Library Project came in the City of Waseca where, on April 1, when citizens voted their approval of a one mill library tax with a 2 to 1 vote in its favor.

The Waseca County Library demonstration, set up in the county a year ago with demonstration headquarters and a book station in the Waseca city hall, apparently added the needed impetus to bring the library problem to a head and push it forward to success after 25 years of effort on the part of residents of the city.

A library in Waseca, the county seat, is considered a first step toward county library service, since, according to Minnesota law, county commissioners must contract for county service with an existing public library in the county, and there has been no strong, centrally located library in the county.

Plans will now be made to extend the county demonstration, and the County Library Association will renew its efforts with the city library serving as stepping stone to county-wide service.

## Other Counties

Evidence of interest in promoting county library service and in carrying on the county library demonstration is being exhibited by residents of the communities in which demonstration book stations are now open. Conforming to the national WPA policy that benefiting communities should contribute to projects, local groups are using various methods to raise funds — pancake suppers, amateur theatricals, school programs, lunches, auctions of bushels of seed corn, amateur moving pictures are just a few. The result is not only funds but community-wide interest aroused. The funds are used to purchase books which are circulated immediately through the demonstration but which will remain permanently in the county for the county library collection.

## Statistics

During the first year of operation of the demonstration, some 86,000 books were circulated through 80 book stations opened in six counties. The average monthly circulation at the present time is about 11,000 books.

Other figures which give an idea of some of the accomplishments of the Statewide Library Project during 1939 include the following:

### *Assistance to Libraries*

Initiated and now manned totally by WPA.....	61
General Public Libraries.....	100
Public School Libraries.....	58
Other.....	59
Average monthly circulation.....	200,000
Catalog cards types.....	924,987

### *Renovation of Books*

General Public Libraries.....	175,613
Public School Libraries.....	115,326
Other.....	25,000

## NEWS ITEMS

### "Once in Minnesota"

This is the title of a new radio program to be broadcast over WCCO, Minneapolis, beginning the week of May 1. Suggested by Miss Gratia Countryman, ONCE IN MINNESOTA is planned to present in radio form the most significant books of Minnesota with a Minnesota locale and by Minnesota authors.

Books adopted for radio presentation include: *Giants in the earth*, by O. E. Rolvaag; *Wild geese*, by Martha Ostenso; *Indeed this flesh*, by Grace Flandrau; *The roofs of Elm Street*, by William McNally; *The Iron will*, by Margaret Culkin Banning; *Earth never tires*, by Darragh Aldrich; *Early candlelight*, by Maude Lovelace; *Wind without rain*, by Herbert Krause; *Wings of great desire*, by James Gray. Among children's books are: *Give me a river*, by Elizabeth Palmer; *All over town*, by Carol Brink; and *Heedless Susan*, by Emma Brock.

The program is presented by the National Youth Administration with the cooperation of the Minnesota Library Association and the Minnesota Congress of Parents and Teachers.

### Personnel Survey

One hundred and two public libraries and one hundred and twenty-one school libraries have returned the personnel survey form which was mailed from the Library Division last March to all head librarians. Both the Junior Members of the M.L.A. and the Library Division would like to urge those librarians who have not returned their blanks to do so as soon as possible.

### Reference Reading Service

In response to many urgent requests for study and discussion material, the *Reader's Digest* last October issued the first in a series of new monthly program-planning booklets. This program service is prepared each month for women's clubs, forums, and discussion

groups and the booklets are distributed free to these groups all over the country. Each program contains comprehensive bibliographies selected by the research staff of the *Reader's Digest*.

Each booklet is based upon four or five topics of current interest, selected from the *Reader's Digest*. Under each topic are listed reference books, carefully chosen so as to be available in most local libraries.

Librarians should find these monthly programs helpful in cooperating with women's clubs. The *Reader's Digest* will supply this service free of charge to libraries planning to use it and will send booklets in sufficient quantities to meet a library's needs. To obtain this service, and for further information, write to *Reader's Digest*, Pleasantville, New York.

### Bequest to Library

The Saint Paul, Minnesota, Public Library has recently become the recipient of a bequest of \$6,612 by the will of Miss Clara Rietzke of Saint Paul. The fund, which is to be known as The Herman W. Rietzke Memorial Fund, in memory of Miss Rietzke's brother, has been left in trust. Slightly less than \$200 will be realized on the fund in 1940. The bequest, which is one of the few left to the city in recent years, may be used for books, periodicals, or newspapers.

### Section Leaders

In addition to those already appointed on M. L. A. committees, President Halgrim has announced two other appointments. Marjorie Hearn, Librarian of the Medina Morningside School, has accepted the chairmanship of the School Library Section, and Jean Gardner Smith of the Sumner Branch, Minneapolis Public Library, the chairmanship of the Children's Section.

### New Reference Branch

In January the Saint Paul Public Library opened a new reference branch in The Science Museum of the Saint Paul Institute.

The Science Museum, supported in large part by private gifts and memberships, and directed by Dr. Louis Powell, is devoted to the graphic presentation of archaeology, zoology, geography, anthropology and geology. The Museum building was formerly the home of Ex-governor Merriam, and is situated on an imposing site high on a hill back of the State Capitol.

By an arrangement between the City of St. Paul, Perrie Jones, City Librarian, and the board of the St. Paul Institute, books that have been collected by the Institute were

turned over to the city, and they have now been cataloged by the library and made available to the public at the Museum. The 3,000 volumes in the collection include many valuable files of museum periodicals, government documents and special items on Egyptology as well as the standard books in the fields covered by the exhibits.

### Library Meeting

The Twin City Library Club held its annual spring dinner meeting at the Essler Tea Room in the Young-Quinlan building, Minneapolis on May 1. James Gray, noted author, was dinner guest and spoke on the subject "A Literary Critic Looks at History." There were 135 librarians present—the largest attendance in years.

## A. L. A. BOARD AND COMMITTEE MEMBERS IN MINNESOTA

Bond, Elizabeth.....	P. L., Minneapolis.....	Public Relations
Callerstrom, Solveig M.....	State Hospital Library, Willmar.....	Hospital Libraries
Countryman, Gratia A.....	Robbinsdale.....	A. L. A. Council
Georgeson, Dorothy.....	Div. of Social Welfare, St. Paul.....	Membership
Greer, Margaret R.....	Board of Education, Minneapolis.....	Board on Library Service to Children and Young People
Halgrim, Mrs. Hazel P.....	P. L., Thief River Falls.....	A. L. A. Council
Hall, Ruth M.....	P. L., Minneapolis.....	Membership—Minneapolis
Jones, Perrie.....	P. L., St. Paul.....	Nursing School Lib.—A. L. A. Rep.
Jordan, Lois M.....	P. L., Minneapolis.....	Book Buying
Methven, Mildred L.....	Div. of Public Institutions, St. Paul.....	Institution Libraries
Moon, Amy C.....	P. L., St. Paul.....	Sub-committee — Editorial — to Prepare Code for Filing Catalog Cards
Russell, Harold G.....	Univ. of Minn. L., Minneapolis.....	Public Documents
Schumacher, Mildred.....	State Hospital, Rochester.....	Hospital Libraries
Shove, Raymond H.....	Univ. of Minn. L., Minneapolis.....	Book Buying
Smith, Dora V.....	Univ. of Minn., Minneapolis.....	One Thousand Books for the Senior H. S. Lib. (joint committee)—Nat'l. Council of Teachers of English Representative
Spalding, Mary Louisa.....	Univ. of Minn. L., Minneapolis.....	Visual Methods
Starr, Augusta.....	Hosmer, Br. P. L., Minneapolis.....	Friends of Libraries
Vitz, Carl.....	P. L., Minneapolis.....	A. L. A. Council, Executive Board, Annuities and Pensions, Federal Relations, Library Architecture, and Bldg. Planning
Walter, Frank K.....	Univ. of Minn. L., Minneapolis.....	Bibliography, Code of Ethics
Zimmerman, Lee F.....	State Dept. of Educ., St. Paul.....	Bookbinding, Federal Relations—State Representative
Morey, Jane.....	P. L., Duluth.....	Joint Comm. on Library Action (State Library Associations)

# SUBSCRIPTION BOOKS REPORT

Bulletin No. 9

*Educator's Index*—Requests have come to the Library Division for information about this index. While it has not been possible to examine this particular service its cost alone, \$27.50 or \$10 a year, seems prohibitive. Libraries and schools are advised not to buy until further information is available.

At least two factors should be taken into consideration by the prospective purchaser of any index to free and inexpensive materials. First, few materials of this kind are printed in large quantities and if the owner of the indexing service does not act at once, he is likely to find himself owning an index to something which does not exist. Second, there are several available indexes appearing regularly which cost little or nothing. Every graded school in Minnesota receives the Library List Supplement with its list of free and inexpensive materials. The Weekly List of Selected U. S. government publications may be had from the Superintendent of Documents free of charge. The *National Education Association Journal*, the *Minnesota Education Journal*, *Minnesota Libraries*, the *Standard Catalog for High School Libraries*, the *Children's Catalog*, and the *A. L. A. Booklist*—most of which are or should be in the school library, all publish finding lists of free and inexpensive materials. The Vertical File service catalog of the H. W. Wilson Company, issued monthly, is sold on the service basis and keeps the user supplied with an up-to-date list of sources. Would it not be better for the library to use some of these lists, already available, which index the same free materials as the commercial indexes, and spend its money on the actual pamphlets, posters, charts and displays?

---

*Dictionary of American History*. Scribner. 10v. \$45 a set.—To date this set has not been reviewed by the A. L. A. Subscription Books Bulletin or by the State Subscription Books Committee. The Current Reference Books department, edited by Louis Shores in the Wilson Bulletin, carries a note about it in the April issue and promises a review in the May issue. Public librarians who already have the first two volumes of the set have made favorable comments, but we suggest that schools defer purchase until more information is available.



# BOOKS AND PAMPHLETS

## PUBLICITY AIDS

Compiled by ELEANOR DAVIS

### Use of Subject Lists in Publicity

The books listed below on library publicity discuss methods of using booklists to acquaint the public with the library's resources. Mr. Ward in his *Publicity for public libraries* points out the value of booklists by stating, "Books are the librarian's stock in trade, the most important thing he can talk about. In lieu of showing the books themselves the next best thing is to list and describe them as interestingly as possible. Lists are useful in many ways. They both guide and encourage reading. Used within the library, they advertise resources whose existence the reader may not suspect. . . . Distributed outside the library, through schools, mailing lists or printed in newspapers they reach those who do not use the library."

To be successful as publicity, a booklist must follow certain essential requirements:

Its subject must be one of wide appeal, since a list can be expected to attract only those who already have an interest in its subject.

It must be timely, and if possible have news value; it may well be tied up with current news, with lectures, concerts, movies, with local events.

It must be brief, selective not inclusive.

It should use brief annotations or book notes, concise but so worded as to attract the reader. These book notes may be quoted from the Booklist or other annotations or reviews.

It must be limited to titles available in the library. A warning is sounded by Margery Quigley in her *Portrait of a library*, "If the library is weak in any regard, publicity in this field must be postponed. . . . The library's publicity must confine itself to services or books which the library is thoroughly

equipped to produce." For this reason a library can never use a list prepared by another library unless it owns all books included on the list. Such lists however will furnish ideas.

Excellent examples of booklists which provide effective publicity are those compiled by the Minneapolis Public Library. These are short lists, with brief pithy notes. Their subjects cover a range nearly as wide as the resources of the library. Their timeliness is indicated by the issuance of a booklist on Finland at the time of the Russian invasion and a booklist "Americas all" for Pan American Week. These are mimeographed on colored paper folded to form a leaflet of four or six pages.

A large proportion of the booklists available to public libraries are of as great value in book selection as in publicity.

This is true of many valuable and recent booklists published and distributed by the A. L. A. such as:

*Reading lists of books on health*, compiled by a joint committee of the A. L. A. and the American Medical Association, reprinted from Hygeia, are selective, authoritative lists on nine subjects: Food, Personal health, Infants, Child, Sex and marriage, Mental health, Medicine, Diseases, and Public health. These lists are invaluable for book selection by any library, even though it can purchase but a few in each group. The average library cannot use these lists as publicity because its bookstock includes only part of the titles. It can, however, compile from these lists one consisting of its own holdings and quote the annotations.

Other booklists of special interest recently published by the A. L. A. are *Sixty educational books of 1939*; *Our American democ-*



racy, a reading-course outline as well as a list of 34 titles; *Democracy, a reading list*, a much longer list of 287 titles valuable for book selection; *Books for adult beginners*.

Other subject booklists useful to libraries:

ART—The Enoch Pratt Free Library of Baltimore, Maryland, publishes a series of 43 very fine booklists one on each of the arts, and on such detailed subjects as pastel painting, oriental rugs, modern sculpture, the ballet. These are available for 3c each and are intended more especially for the art departments of large libraries and for museums.

TECHNICAL BOOKS—The New York Public Library has recently published a long annotated list: Simple technical books, a list for

vocational students and adult workmen, compiled by Margaret Scoggin at 25c. This is of particular value in book selection.

AGRICULTURE—American Country Life Association, 297 4th Ave., N. Y., has recently published the fourth edition of "Guide to the literature of rural life" compiled by Benson Y. Landis, a 15 p. list of 500 titles annotated.

EUROPEAN COUNTRIES—An annotated list on each of the countries in today's news: Scandinavia, Poland, Czechoslovakia, Hungary, Russia, Italy, Germany, compiled by the Committee of the interracial group for the N. Y. Library Association and printed by the H. W. Wilson Co.

### Useful Books On Library Publicity

WARD, GILBERT OAKLEY. *Publicity for public libraries*. Ed. 2. Wilson, 1935. \$2.40.

021.7

A practical handbook of the principles and methods "by which the library may get and keep itself known," of utmost value "for the librarian who must plan publicity for a medium sized or smaller library." Concrete and detailed information on every type of library publicity.

LOIZEAUX, MARIE D. *Publicity primer, an a b c of "telling all" about the public library*. Wilson, 1937. 60¢.

021.7

The author, in charge of publicity in a public library, gives concise but "sound and stimulating advice on how to plan library publicity and what methods to use. In the practical style of one who has done the work, she discusses publicity under such headings as What and What for; Planning the program; Who's going to do it; Getting into print; Radio."

HYERS, MRS. FAITH HOLMES. *Library and the radio*. University of Chicago press, 1938. 75¢.

021.7

"A practical source book on the art of building radio programs which will not only further the work of libraries . . . but will stimulate the thinking of countless listeners."

CANNON, CARL LESLIE. *Publicity for small libraries*. A. L. A., 1929. 35¢.

020

"Gives practical suggestions for informing the community about the library and what it does."

MAYER, RAYMOND CHARLES. *How to do publicity*. Rev. ed. Harper, 1937. \$2.50. 659

Practical discussion of both general commercial publicity and that prepared for civic organizations, but with no specific mention of libraries.

WHEELER, JOSEPH LEWIS. *Library and the community; increased book service through library publicity*. A. L. A., 1924. \$3.50.

021.7

Developed from a series of lectures in three parts: community background, public opinion and the library technique of publicity. Not as up-to-date as Ward.

*Visual Materials—Aids for Publicity and Display*, completely revised, is the new edition of *Leads No. 7* issued by the A. L. A. Publicity Committee. Material is listed under "Charts and Models," "Exhibits for Loan," "Lantern Slides and Filmstrips," "Pictures" and "Posters," and the pamphlet is provided with an alphabetical list of sources. Publications Department, A. L. A., 520 N. Michigan Ave., Chicago. 50¢.



## Professional Publications

BEUST, NORA ed. *Five hundred books for children*. U. S. Office of Education. Bulletin 1939, No. 11. 15c. (Order from Superintendent of Documents, Washington, D. C., or St. Paul Book & Stationery.)

This is an attractive pamphlet of eighty-nine pages, having annotated lists of books for grades 1-3, 4-6, and 7 and 8. It is indexed by author, title and subject. The selection "represents a cross section of the heritage in reading material that is available to children today." Careful attention has been paid to suitable and inexpensive editions, about one-third of the titles, exclusive of those in the notes, costing \$1.00 or less. Symbols are used to indicate books for preschool children, for beginners in reading, for reading aloud, and for story telling. Also listed are the Newbery medal books, with an illustration from each book on the cover of the pamphlet, and the Caldecott medal books, with full page illustrations from both of them. Two other noteworthy features are the list of illustrators whose names appear in the books included in the bulletin, and a directory of publishers.

*Five hundred books for children* will be of use to all school and public librarians, especially those with small collections and limited budgets. It has been adopted as the basic book list for the rural schools of the state.

FARGO, LUCILE F. *Library in the school*; 3d ed. American Library Association, 1939. \$3.50.

The revised and enlarged third edition of "the most comprehensive treatment yet given to the school library, its philosophy, its organization, and its techniques." The chapter on reading has been altered to include something on pupils' reading difficulties. A new chapter on "The coordinating function of the school library" will be useful to teachers and administrators as well as to school librarians. A complete revision on "Teaching the use of the library," included suggestions for integrat-

ing instruction with classroom subjects. A recommended purchase for all school libraries.

JOECKEL, CARLETON B. and CARNOVSKY, LEON. *A metropolitan library in action*. U. of Chicago press, 1940. 466p. \$3.00.

"This comprehensive and searching analysis of the administrative problems and activities of the Chicago Public Library offers important working data to all metropolitan librarians and administrators, for library problems are essentially universal. Broadly conceived, the study falls into two principal subdivisions. The first half stresses problems of organization and administration, the history, government, finance, and personnel problems of the library; the second half is primarily concerned with library service, the branch system, the book collection, the library and the schools, the library as an agency of adult education, and library relationships in the Chicago metropolitan area. A novel feature is the thorough analysis of the extent to which the library actually reaches the people of the city it serves."

PLAISTER, CORNELIA D. *Floors and floor coverings*. (Library Equipment Studies, No. 2) American Library Association, 1939. 75¢.

Information never before brought together is presented briefly and completely—useful to any library, old or new, that faces a floor problem. Discusses twelve types. Gives specifications for laying, describes and comments upon the different grades available, lists manufacturers and trade names. Brief general chapter on maintenance; glossary of terms, bibliography.

TOSER, MARIE A. *Library manual*, rev. ed. Wilson, 1939. 70¢.

This manual is designed to familiarize high school freshmen and sophomores through actual use with the tools they will use throughout life. Concise definitions, illustrations and examples are numerous. Each book contains a separate envelope

with ten sets of examination questions covering the entire book. Answer books for instructors are 25¢ or are sent free with each order of ten or more manuals.

WILSON, LOUIS R. ed. *The practice of book selection*; papers presented before the Library Institute at the University of Chicago, July 31-August 13, 1939. U. of Chicago press, 1940. \$2.50.

Eighteen papers in all, each presented by an expert in a field closely related to the book business. Planned to aid administrators in public, school, and college libraries concerned with the selection and

distribution of books. Partial contents: Theories of book selection for public libraries, by C. B. Roden; Community analysis and the practice of book selection, by Leon Carnovsky; Important books of the last one hundred years, by Max Lerner; Evaluation of contemporary fiction and non-fiction, by George Stevens; Literature as propaganda, by Henry Haglitt; Selecting books for a technical department, by E. H. McClelland; Book selection and self-therapy, by Mandel Sherman; Publishing children's books, by Bertha L. Gunterman; The publisher as a factor in popular reading, by F. G. Melcher.

### Of Interest to School Libraries

*Cadmus books*. Cadmus Books, 111 8th Ave., New York.

The new series of reprints, the *Cadmus books*, will be of interest to school librarians. The favorite juvenile books of the past decade are to be reprinted from the original plates of various publishers, for sale at prices ranging from 48¢ to 99¢. The first fifty titles have been published, and 600 have been selected for future publication. According to the company "the entire program is under the direction of an Advisory Council of noted educa-

tional authorities," and though no names are given, the first selection is generally a good one. All bindings are reinforced. The present program calls for the publishing of ten books semi-annually for each grade from two to six inclusive. Several of the titles in the first Group 6 will be useful in junior high school. Librarians should secure the full list from the publisher. At present Cadmus books are sold only to schools and school libraries, and to those public libraries serving as school libraries.

## FOREIGN POLICY ASSOCIATION SERVICES

IRMA K. SCHMALZ, Reference Librarian

The following pamphlets and study packets available from the Foreign policy association, 8 West 40th Street, New York City, should be of particular interest to librarians and study groups. The F. P. A. has a special subscription which it offers to librarians upon inquiry.

HEADLINE BOOKS — "These stimulating books written in a fresh, vigorous style, bring you an authentic, up-to-the-minute account of significant events in world affairs. Original maps and charts in each book make the

facts easy to understand and remember." The price is 25¢ per copy, and some of the titles are: *Human dynamite*—The story of Europe's minorities, *In quest of empire*—The problem of colonies, *Battles without bullets*—The story of economic warfare, *The good neighbors*—The story of the two Americas, *Bricks without mortar*—The story of international cooperation, *Shadow over Europe*—The challenge of Nazi Germany, *The puzzle of Palestine*, *War in China*, *Changing governments*, *Church and state*,

*Billions for defense, Cooperatives, America contradicts herself, War today—can we be neutral?*

WORLD AFFAIRS PAMPHLETS—"Keen forceful analyses and interpretation of contemporary world problems—invaluable for their scope and clarity." The price, 25¢ per copy, and several of the titles follow: *Charting America's course* by D. H. Popper, *Building the Third Reich* by J. C. deWilde, *Defending America* by G. F. Eliot, *America looks abroad* by F. L. Schuman and G. Soule, *The Hull trade program and the American system* by R. L. Buell, and *Origins of the second world war* by V. M. Dean. A special 20 per cent discount is available to clubs and study groups on orders of 10 or more copies of any one HEADLINE book or WORLD AFFAIRS pamphlet mailed to one address.

Some of these and other pamphlets in the above series together with the Foreign policy reports have been annotated in previous issues of *Minnesota Libraries*.

DISCUSSION PACKETS—"These packets, based on Headline books and World affairs pamphlets, are carefully planned to make your International relations programs more interesting and challenging. They help you to get discussions started, to draw out pertinent points of view, and to promote fruitful discussion. Each packet includes a complete discussion program covering four meetings, the necessary reading material for each meeting, interesting tests and suggestions for group projects."

Group I, at 15¢ each includes: *The two Americas*—based on *The good neighbors*, *Can the world cooperate for peace?*—based on *Bricks without mortar*, *The struggle in Palestine*—based on *The puzzle of Palestine*, *Cross-currents in Europe*—based on *Changing governments*, *Fate of the church under dictatorship*—based on *Church and state*, *Our policy for defense*—based on *Bil-*

*lions for defense*, *Do cooperatives offer a solution?*—based on *Cooperatives, America and the Far Eastern crisis*—based on *War in China*.

Group II, at 25¢ each includes: *Behind the refugee problem*—*Europe's minorities*—based on *Human dynamite*, *America at the crossroads*—based on *Charting America's course*, *International economic warfare*—based on *Battles without bullets*, *The problem of colonies*—based on *In quest of empire*, *How can we defend America?*—based on *Defending America*, *America and the problem of war*—based on *America looks abroad*, *The U. S. and world economic cooperation*—based on *The Hull trade program*, *Is neutrality possible today?* and *The last peace—and the next*.

CHARTS—A set of 12 enlarged charts and maps have been reproduced from Headline books. The price is \$1.00 per set.

READING KITS ON SPECIAL TOPICS—American foreign policy, Dictatorship. The European situation, Latin America, Economic problems and peace, Neutrality. Each kit includes four or more pamphlets. Price, \$1.00 per kit.

PRO AND CON SERIES—Of Neutrality, Of *Union now*. Price, 5¢ each.

PACKET OF 6 CLUB PROGRAMS—Based on Headline books and World affairs pamphlets. The price is 15¢.

PRIZE-WINNING PROGRAMS—Collective peace must triumph (A pageant), The church and the dictators (An international radio program), Made in the U. S. A. (A skit), Women of the Americas (A pageant), and Bridging the Caribbean (A skit), at 5¢ each.

FREE SERVICES—Suggestions for entertainments with an international flavor, Program planning hints, and Topical bibliographies.



"... The first *Subject Index to Readers* makes me eager for the second," writes a school librarian.

## Subject Index to Books for INTERMEDIATE GRADES

*by Eloise Rue*

**T**HIS companion volume, planned to meet the need for an index to subject material for grades 4-6, was prepared after a thorough study of units actually taught in schools in different parts of the country. It indexes about 1,200 carefully chosen books (both trade and text) under some 3,000 subjects common to curriculum of grades 4-6. Grading and the character of the material are shown for each of the 20,000 entries. ¶ In the list of books indexed, a core collection of informational books at this level is indicated by stars. Double stars signify unusually good titles, both as to curriculum tie-up and as to content, style, and format. ¶ "... The volume should assist teachers and librarians in their search for appropriate and varied reading matter which can be used to enrich worthy individual interests or to extend wholesome group experiences. . ."—to quote from the *Foreword* by Paul Witty, School of Education, Northwestern University. 560p. Cloth, \$4.

---

### SPECIAL COMBINATION PRICE OFFER:

*Subject Index to Readers* (\$1.80) and *Subject Index to Books for Intermediate Grades* (\$4) — BOTH FOR \$5

AMERICAN LIBRARY ASSOCIATION • CHICAGO